R E P O R T R E S U M E S

ED 010 935 FL 000 044

CORRELATIONS OF RESULTS IN MATRICULATION GERMAN IN QUEENSLAND.

BY- DIEFENBACH, H. J.

PUB DATE JUL 66

EDRS PRICE MF-$0.09 HC-$0.24 6P.

DESCRIPTORS- *COLLEGE ENTRANCE EXAMINATIONS, *GERMAN, *GRADING, *LANGUAGE TESTS, *TEST RESULTS, ACHIEVEMENT TESTS, COLLEGE ADMISSION, COMPARATIVE EDUCATION, SCREENING TESTS, STATISTICAL DATA, AUSTRALIA

TO FIND THE CORRELATION BETWEEN FINAL RESULTS AND MARKS GAINED IN THE WRITTEN AND ORAL PARTS OF THE 1964 SENIOR GERMAN EXAMINATION, THE RESULTS OF THE TESTS OF 674 CANDIDATES WERE EXAMINED. THIS EXAMINATION, HELD AFTER THE FOURTH YEAR OF SECONDARY SCHOOLING AND USED AS A BASIS FOR UNIVERSITY OF QUEENSLAND MATRICULATION, CONSISTED OF--(1) THE ORAL PART (PREPARED AND UNPREPARED READING, AND DICTATION) CARRIES 10 PERCENT, AND (2) THE WRITTEN PART (A 3-HOUR PAPER) CARRIES 90 PERCENT. THERE WAS A HIGH CORRELATION BETWEEN WRITTEN AND FINAL RESULTS IN THAT 95.25 PERCENT OF ALL CANDIDATES HAD THE SAME FINAL AS WRITTEN GRADE, BUT ONLY 54.3 PERCENT HAD THE SAME FINAL AS ORAL GRADE. OF THOSE WHO PASSED IN THE FINAL RESULT, 94.3 PERCENT ALSO PASSED THE ORAL, AND 56.6 PERCENT OF THOSE WHO FAILED IN THE FINAL ALSO FAILED THE ORAL. THE HIGHEST CORRELATION IS AT THE TWO EXTREMES-- OF THOSE WHO OBTAINED A FINAL "A," NONE FAILED THE ORAL, AND OF THOSE WHO FAILED THE ORAL, NONE GAINED A FINAL "A." OF THE FINAL "A" STUDENTS, 81.4 PERCENT GAINED AN "A" FOR THE DICTATION, BUT ONLY 57.2 PERCENT AN "A" FOR THE READING. OF THOSE WHO FAILED IN THE FINAL, ONLY 14.6 PERCENT FAILED THE READING, BUT 75.3 PERCENT FAILED THE DICTATION. DETAILED FIGURES ARE FOUND IN EIGHT APPENDIXES. THIS ARTICLE IS PUBLISHED IN "BABEL," VOLUME 2, NUMBER 2, JULY 1966. (AUTHOR)

Babel

001109

New Series

Vol. 2 — No. 2

Journal of the Australian Federation of Modern Language Teachers' Associations

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FL 000 014

Contents:

EDITORIAL
ATTITUDES TOWARDS LANGUAGE LEARNING IN QUEENSLAND — G. A. Browne 2
RECENT BRITISH DEVELOPMENTS IN LANGUAGE TEACHING — P. D. Strevens 5
ADAPTING THE SAINT CLOUD COURSE TO SECONDARY SCHOOLS — Keith Forster 14
CORRELATIONS OF RESULTS IN MATRICULATION GERMAN IN QUEENSLAND — E. J. Diefenbach 15
THE LANGUAGE LABORATORY AT ELIZABETH HIGH SCHOOL, TASMANIA — S. W. Nott 18
LANGUAGE TEACHING WITH CARTOONS — Gerda Fleming 22
EXAMINATION FRENCH FOR THE NON-LINGUISTIC STUDENT — [illegible] 24
A FRENCH CAMP IN CANTERBURY, NEW ZEALAND — Frederick Tooth 25
FOREIGN LANGUAGE NEEDS OF BRITISH INDUSTRY 26
PRESCRIBED TEXTS IN FRENCH AND GERMAN — [illegible] McCarthy 26
NOTES FROM MEMBERS 28
BOOK REVIEWS 31
PUBLICATIONS RECEIVED 40

JULY, 1966

REGISTERED AT G.P.O., MELBOURNE, FOR TRANSMISSION BY POST AS A PERIODICAL

60c

CORRELATIONS OF RESULTS IN MATRICULATION GERMAN IN QUEENSLAND

H. J. DIEFENBACH*

Examiners entering the results of written and oral examinations in modern languages must often have been struck by what seems to be a very high correlation between written and oral results. Again and again it will be noticed that a candidate who has gained very good results in the written paper also gained very good marks in the oral, or that a candidate who failed badly in the oral also failed badly in the written paper.

Obviously, however, the examples of close correlation that catch the eye of the examiners are extreme cases. Is the same correlation apparent in the middle range of marks? Can the impression of close correlation in the very high and very low range of marks really stand up to statistical examination?

In order to obtain a reasonably definitive answer to these questions, I have undertaken a detailed comparison of the marks gained in the written and oral examinations in German at the 1964 Queensland Senior Public Examinations. The results of this comparison are set out below. But first a word about the examination itself.

In Queensland the Senior Public Examination is held annually, normally in November, after the fourth year of secondary schooling. Matriculation to the Queensland University is obtained on the results in the Senior Public Examination.

The Senior German Examination consists of two parts: an oral examination, carrying 10% (30 marking points), and a three hour written paper, carrying 90% (270 marking points) of the total marks. In 1966 and subsequent years, the oral part will carry 15% and the written paper 85% of the total marks.

The oral examinations are normally conducted in the second half of October. The examination centre for students attending schools in the metropolitan area is the University. Members of the University staff also travel around the state, examining candidates in the country areas. Because of the tremendous distances and consequent organisational problems involved, oral examinations in Senior German and Senior French were not introduced in Queensland until 1959. It was decided that for the first few years the oral examination should not include conversation.

At present the oral examination consists of three parts, each carrying 10 marking points: (a) dictation; (b) reading of an unprepared passage; and (c) reading of a prepared passage. The dictation passages are approximately 150 words in length and the dictations are conducted at all examination centres according to the rules set out in the Matriculation Manual. The passages for the reading tests are 100-150 words in length. Candidates are allowed about five minutes to study the unprepared passage before being called into the examination room. The passages for the prepared reading are taken from the prescribed stories in the set book. In 1964 the set book was Schöne and Philip's *Contemporary German Short Stories,* and the stories prescribed for the prepared reading were "Mein erster Adler" and "Die Entdeckung Eldorados". The average candidate receives 6.5 marks for his reading of each passage.

The marking points of each candidate are added, converted into a percentage and graded on the following basis: 'A' = 80 – 100%, 'B' = 66 – 79%, 'C' = 50 – 65%, 'P' = 45 – 49% and 'N' = 0 – 44%. The candidates are informed of their final grade only and not of their percentage score. The grade 'P' was introduced only in the 1964 examination and indicates that a candidate has passed at Senior level but failed to matriculate in this subject. For the purpose of this survey, 'P' and 'N' are grouped together as 'N' (0 – 49%), 'pass' shall mean a score of 50% or better and 'fail' shall mean a score of less than 50%.

---

*Mr. Diefenbach is a tutor in German at the University of Queensland.

FL 000 044

The oral part of the Senior German examination is compulsory and in 1964 only seven candidates (approximately 1% of all candidates) were granted exemptions from the oral examinations. These candidates either lived in such a remote area as to be virtually inaccessible to the examiner or they submitted a medical certificate showing they were unable to attend the oral examination because of illness. The figures in this survey are based on the results of 674 candidates who sat for both parts of the 1964 Senior German examination.

Correlation of results.

As the written paper carries 90% and the oral section only 10% of the total marks, it is fairly obvious that the final grade will almost always be the same as the grade gained in the written paper. In fact, 95.25% of all candidates obtained the same grade in the final result as in the written paper, but only slightly more than half the candidates (54.3%) obtained the same final grade as oral grade. (Appendix A.)

Influence of the oral marks.

As was shown above, 4.75% or 31 candidates did not have the same final as written grade because of their performance in the oral. They were all 'borderline cases' and the following are some typical examples. One candidate obtained 173 marking points (63% or 'C') for his written paper and 26.5 marking points for the oral, making a total of 200 marking points (66%), thus raising his final grade to a 'B'. Another candidate gained 133 marking points (49% or 'P') for his written paper and 18.5 marking points for the oral; this brought his total marking points to 152 (51%) and raised his final grade to a 'C'. Here are the figures for a candidate who had his final grade lowered: written paper: 185 marking points (68% or 'B'); oral: 11 marking points; total: 196 marking points (65%); final grade: 'C'.

Of these 31 candidates, 11 had their final grade lowered, and 20 had it raised. The change in the final grade may be very important to some candidates. Eight candidates had their written grade of 'P' raised to a final 'C', which meant that they had matriculated. Four candidates had their written grade of 'N' raised to a final 'P'. This meant that they could sit for the supplementary examination in February if they wanted the opportunity to matriculate (by gaining at least a 'C' in this subject). With a final 'N' they would have had to repeat a year if they needed this subject for matriculation purposes. (Appendix B.)

Final and oral pass and failure rates.

It was found that 94.3% of the candidates who passed in the final result also passed the oral examination, whereas 56.6% of those candidates who failed in their final result also failed the oral. (Appendix C.) Looking at this question from the other angle, there was not much difference. Of those candidates who passed the oral, 91.3% also passed in the final result, and of those who failed the oral, 61.2% also failed in the final result. (Appendix D.) Of the 38.8% who failed the oral but passed in the final result, 32.7% gained a final 'C' and 6.1% a final 'B'.

Correlation between final and oral results.

The highest correlation is at the two extremes. Of those candidates who obtained a final 'A', no one failed the oral, and of those who failed the oral, no one gained an 'A' in the final result. The other figures still show a definite correlation but not to such an extent. Of all the candidates who gained a final grade of 'B', for example, 20% gained an 'A', 53.1% a 'B', 24.2% a 'C' and 2.7% failed in the oral. (Appendix E.)

Correlation with reading and dictation results.

When the oral marks are broken down into those gained for reading and those gained in the dictation and then compared with the final result, some interesting observations can be made. Of the candidates who gained a final grade of 'A', 81.4% obtained an 'A' for the dictation, but only 57.2% gained an 'A' for reading. Of those candidates who failed in the final result, only 14.6% failed the reading, but 75.3% failed in the dictation. (Appendix F.) A look at these last two figures could lead to the conclusion that candidates consistently gained higher marks for their reading than for their dictation, but a check of all results showed that little more than half the candidates (58%) gained a higher mark for their reading than for their dictation.

A comparison of the number of candidates who obtained the different grades in the various sections of the Senior German examination will explain the difference between reading and dictation results. (Appendix G.) The dictation results do not follow the usual pattern. There is a higher than normal percentage of 'A's and also a higher than normal percentage of 'N's. The very low failure rate in the reading can perhaps be explained by the fact that the average candidate gets 6.5 marks (out of ten) for his reading of each passage, but there seems to be no apparent explanation for the unusually high number of 'A's and 'N's in the dictation results.

Correlation between prepared and unprepared reading.

With 70.9% of the candidates, the marks in the two reading passages did not vary more than one half of a mark (plus or minus). Whereas some candidates received up to three marks less for their unprepared than for their prepared reading, no candidate obtained more than one mark more for his unprepared than for his prepared reading. Altogether 57.9% of the candidates did better in their prepared than in their unprepared reading. (Appendix H.) For this comparison, the marks were available for only 253 candidates, representing 35.5% of the total number of candidates.

The question which originally led to this survey can now be answered. There is a very high correlation between the written and the final results, and there is also a definite correlation between the oral and the final results, but this is not high enough or consistent enough to allow a deduction to be made of a candidate's oral result from his final result. Even when the oral result is known, no true indication is given of this candidate's performance in the dictation or reading.

It would be interesting to see whether or not a similar survey for German or other languages in other states would produce similar results. It would be of value to know whether or not the pattern changes when conversation is included in the oral examination.

★ ★ ★

Appendix A

Final Grade	Corresponding Oral Grade
A	64.6%
B	53.1%
C	51.5%
N	56.6%

Appendix B

Written Grade	Final Grade	Number of Candidates
A	B	3
B	C	8
C	P	—
P	N	—
B	A	4
C	B	4
P	C	8
N	P	4

Appendix C

	Pass Oral	Fail Oral
Pass Final	94.3%	5.7%
Fail Final	43.4%	56.6%

Appendix D

	Pass Final	Fail Final
Pass Oral	91.3%	8.7%
Fail Oral	38.8%	61.2%

Appendix E

Final Grade	Oral Grade	A	B	C	N
A(90-100%)		92.4%	7.6%	0%	0%
A(80-89%)		57.1%	39.3%	3.6%	0%
A(80-100%)		64.6%	33.3%	2.1%	0%
B(66-79%)		20.0%	53.1%	24.2%	2.7%
C(50-65%)		3.2%	31.1%	51.4%	14.3%
N(0-49%)		0%	10.1%	33.3%	56.6%

Appendix F

Final Grade		A	B	C	N
A(90-100%)	Reading	77.0%	23.0%	0.0%	0.0%
	Dictation	100.0%	0.0%	0.0%	0.0%
A(80-89%)	Reading	52.7%	41.1%	6.2%	0.0%
	Dictation	76.8%	15.1%	7.2%	.9%
A(80-100%)	Reading	57.2%	37.7%	5.1%	0.0%
	Dictation	81.4%	12.6%	5.3%	.7%
B(66-79%)	Reading	23.7%	53.9%	21.0%	1.4%
	Dictation	37.3%	31.4%	22.3%	9.0%
C(50-65%)	Reading	7.7%	44.9%	43.5%	3.9%
	Dictation	8.5%	30.1%	22.8%	38.6%
N(0-49%)	Reading	.9%	26.3%	58.2%	14.6%
	Dictation	0.0%	11.4%	13.3%	75.3%

Appendix G

Grade	Final	Oral	Reading	Dictation
A	20%	20.6%	21.9%	31.2%
B	32%	35.5%	43.3%	23.8%
C	31%	29.5%	30.7%	17.3%
N	17%	14.4%	4.1%	27.7%

Appendix H

Unprepared Equals Prepared Reading	Unprepared equals prepared reading						
	—.5	—1	—1.5	—2	—3	+.5	+1
24.4%	31.5%	18.1%	7.1%	.8%	.4%	15%	2.7%